DOCUMENT RESUME

ED 161 319 HE 010 526

AUTHOR Baca, Orlando G., Ed.
TITLE Postsecondary Education and the Hispanic Student.
INSTITUTION Northern Illinois Univ., De Kalb.
SPONS AGENCY Illinois State Board of Higher Education, Springfield.
PUB DATE 78
NOTE 50p.; Based on the proceedings of "Proyecto Latino," a conference series

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Access to Education; Conferences; Cooperative Planning; Cultural Factors; *Educational Opportunities; *Equal Education; Ethnic Groups; *Interinstitutional Cooperation; Needs Assessment; Planning Meetings; Postsecondary Education; Problem Solving; School Community Relationship; *Spanish Speaking; *Student Needs; Student Problems

ABSTRACT

This publication is based on a conference series designed to foster interinstitutional cooperation to provide equality of educational opportunity for the culturally and linguistically different Hispanic student. A wide gap exists between levels of educational attainment for the total population and those for the Spanish speaking. The conference series began with a discussion of the problems faced by the culturally and linguistically different student. Thirty-seven recommendations are offered for equalizing educational opportunity, and problems are listed which project participants rank as being the 10 most significant among those discussed. Program goals were to establish cooperative efforts with local community participation relevant to the educational needs of the Spanish-speaking student, to inventory current research specific to institutional service areas, to generate additional data needed for problem solving and program planning, and to publish and distribute research findings and recommendations. Listings are provided of guest speakers of the conferences and the title of presentations, selected programs of community organizations and colleges and universities, and resource people. (SW)

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ED161319

Postsecondary Education and the Hispanic Student

Orlando G. Baca
Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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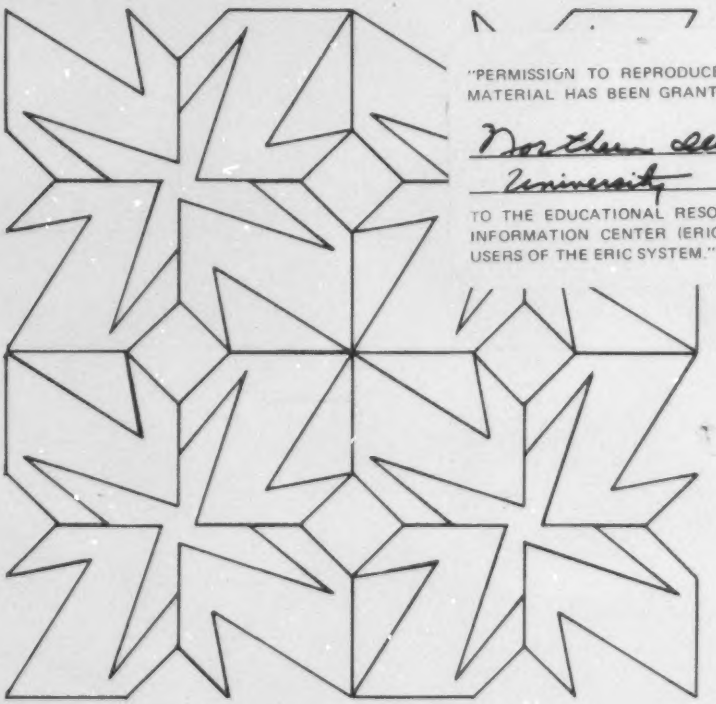

HE 010 526

1978
Northern Illinois University
DeKalb, Illinois

Postsecondary Education and The Hispanic Student is based on *Proyecto Latino*, an interinstitutional project, partially funded by the Illinois Board of Higher Education under the Higher Education Cooperative Act.

Foreword

Postsecondary Education and The Hispanic Student is based on the proceedings of *Proyecto Latino,* a conference series, aimed at fostering interinstitutional cooperation in providing equality of educational opportunity for the culturally and linguistically different Hispanic student.

The wide gap that exists between levels of educational attainment for the total population and those for the Spanish speaking is discussed in Chapter 1, "The Education Gap."

The conference series began with a discussion of the problems which the culturally and linguistically different student faces. These problems are listed and discussed in Chapter 2, "Existing Educational Barriers."

Perhaps even more important than a discussion of problems is identification of solutions. Chapter 3, "Equalizing Educational Opportunity" presents thirty-seven recommendations for consideration and lists the problems which project participants rank as being the ten most significant among those problems and issues discussed.

The conferences, six in all, together with related activities were distributed throughout the 1978 fiscal year and were held at six different geographic locations, either in or in close proximity to communities with large Hispanic populations—Aurora, Elgin, Rochelle, Rockford, and Sterling. Six postsecondary institutions and five community organizations cooperated in seeking funding, in sharing available resources for project activities, and in the attainment of project objectives. These participants are listed under the heading "Participating Institutions and Representatives."

In addition, numerous others, including students, private citizens, and educators and administrators from all educational levels, participated in the discussions. Guest speakers are listed together with the title of their presentations in Chapter 4. Others who contributed are acknowledged under "Resource People."

Chapter 5, "Selected Programs" is intended only to identify those programs and services which were central or related to discussions directed toward an exploration of avenues providing opportunities for program articulation and interinstitutional cooperation. The listing is by no means comprehensive.

Finally, the numerous individuals who helped to provide information for this report deserve an expression of appreciation. Their contributions, together with the financial support provided by the Illinois Board of Higher Education, are gratefully acknowledged.

Proyecto Latino: Participating Institutions and Representatives

Orlando G. Baca
Director, "Proyecto Latino"
Northern Illinois University
DeKalb

Guilmo Barrio
Manager, Community Services
Waubonsee Community College
Aurora

Homero Basaldua
Executive Director
Centro Pan-Americano, Inc.
Aurora

Ken Brown
Executive Director
Tri-County Opportunities Council
Sterling

Jeanette Crum
Director, Special Programs
Kishwaukee College
Malta

Juan Cruz
Director, C.O.P.A.
Elgin Community College
Elgin

Alvaro Escobedo
Regional Director
Illinois Migrant Council
Rochelle

Edward Fauth
Dean, Community Services
Waubonsee Community College
Sugar Grove

Beth Hoye
Executive Director
Centro De Informacion Y Progreso
Elgin

Jean Lind
Acting Director
Spanish Speaking Special Services
Rockford

Dale Oij
Coordinator, Community Services
Rock Valley College
Rockford

Frank Pintozzi
Asst. Dean, Learning Resources
Sauk Valley College
Dixon

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"Education is the great equalizer of the conditions of men; the balance wheel of the social machinery."
Horace Mann

1

The Education Gap

Only recently, with the rise of ethnic pride and the increased awareness that the United States is a multilingual multicultural society, have colleges and universities and governmental agencies come to the realization that Americans from non-English-speaking backgrounds are not being provided with equal educational and economic opportunities. The largest number of these linguistically and culturally different Americans comprise the Spanish-speaking minority, the second largest minority in the United States.

Population Size

Illinois is reported as having one of the largest Spanish-speaking populations in the nation, a population larger than is to be found in New Mexico, Arizona, or Colorado. Of the six midwestern states with large Latino populations, it ranks first with a Spanish-speaking population of 393,347 according to the 1970 Census. It is important to stress, however, that there is much evidence to indicate that there was a significant undercount in that census survey and that eight years have now lapsed since that count.[1] In 1973, Isidro Lucas in his paper "Multi-National Spanish-Speaking Communities in the Midwest," reported an adjusted figure–515,000–based on a study which used a rather complex procedure of coordinating a series of related factors.

[1]The U.S. Commission on Civil Rights in its 1974 publication, *Counting the Forgotten*, presents a well-documented study of the significant undercount of the Spanish speaking in the 1970 Census.

In 1970 the city of Chicago was reported to have a Latino population of 247,343.[2] At that time, Chicago already ranked fourth in total Spanish-speaking population among central cities in the United States.

Outside of Chicago and its immediate area, a large portion of the state's Spanish-speaking population is distributed among communities along the Fox River Valley and elsewhere in northern Illinois. According to the 1970 Census, the Spanish-origin population numbered 7,961 in Aurora, 3,978 in Elgin, and 2,559 in Rockford. However, these commonly referred to 1970 Census estimates represent significant undercounts. For example, while the 1970 Census count of Aurora's Latinos was only 7,961, independent estimates of that population ranged from 13,000 to 15,000. According to the Aurora Office of the Illinois State Employment Service, "the Spanish American" population was 14,050 in 1974, 7 percent of the total population in the area at that time. For Rockford's Latino population, independent estimates ranged from 7,000 to 8,000 in 1974 and 12,000 to 13,000 for Elgin.

While published population estimates are not readily available for other communities, it is safe to assert that comparable discrepancies exist between the 1970 Census count and the actual size of the Latino population.

Levels of Educational Attainment

One of the most critical and pervasive problems faced by the Spanish speaking is functional illiteracy. For instance, the Rockford Bilingual Task Force of the Right to Read Campaign, a national effort to eliminate illiteracy, estimates that roughly 50 percent of the Spanish-speaking population of Rockford is functionally illiterate in English. In another poll, 36 percent of the respondents surveyed in DeKalb County indicated that they could not read English and 44 percent indicated that they could not write English. In the Aurora area, in a survey conducted last year by El Centro Pan-Americano in cooperation with Waubonsee Community College, 50 percent of the respondents indicated their knowledge of English to be either "limited" or "nonexistent."

On the national level, according to the results of a comparative nationwide testing program conducted by the National Assessment of Education and reported in *The School Administrator* in 1977, Hispanic students consistently score below the national average when tested on their abilities in the areas of reading, science, mathematics, social studies, and career development. Further, "in almost every case, the disparity between the scores of the Hispanic students and the national average increased with the age level of the student. For example, at age 9, Hispanics trail the national mathematics average by only slightly over seven percent, compared with 14 percent at age 17."

[2]For the purpose of this report, the terms Latino, Spanish speaking, and Hispanic are used to refer to a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish, culture or origin, regardless of race.

These findings underscore the severity of the barriers which Hispanic students face in their attempts to make progress toward a high school diploma and help to explain why so many of them never make it to college. According to the manpower report released this year by the United States Department of Labor, Bureau of Labor Statistics, more than 51 percent of all Latinos on the job lack a high school diploma, which is nearly double the rate for the work force as a whole. Needless-to-say, levels of income and occupation are directly related to levels of educationa attainment.

Findings of the 1974 Bureau of the Census survey of the Spanish-speaking population evidence the wide gap that exists between levels of educational attainment for the total population and those for the Spanish-speaking. According to the census, about one of every five men and about one of every five women of Spanish origin have completed less than five years of school, but only one of every twenty men in the total population have completed less than five years of school and only one of every twenty-five women in the total population have completed less than five years of school and only one of every twenty-five women in the total population have arrived at that same level of attainment. This gap was even more pronounced among the older members of that population.

Among young adults, 56 percent of the men and women of Spanish origin 20-24 years old have completed four years of high school or more. However, differences in levels of educational attainment among the subcategories of Spanish origin should be noted. Men of Mexican and Puerto Rican origin have less education than men of other Spanish origins combined. Only about 31 percent of Mexican and Puerto Rican men 25 years old and over in 1974 had completed high school.

According to a report prepared for Region V of the Department of Health, Education and Welfare, only 25 percent of the Spanish-speaking adults in Chicago, only 20 percent of the Mexican-American adults, and only 15 percent of the Puerto Ricans have completed high school. The average number of school years completed is 8.6 years for the Spanish-speaking adult, 8.2 years for the Mexican-American adult, and 7.9 years for Puerto Ricans.

In Chicago the median number of school years completed was 8.7 compared to 11.3 for the non-Spanish speaking. However, the median number of school years completed was higher for the Spanish-speaking in the suburbs—10.2 years compared to 12.4 for the non-Spanish speaking. Of those Spanish-origin persons twenty-five years of age and over in the city, only 27 percent had completed high school compared with 45 percent of the non-Spanish-speaking population. Further, slightly over 10 percent of the Spanish-speaking population had completed some college as compared to 18 percent of the non-Spanish-speaking population.

In 1971, 60 percent of the Spanish-speaking population residing in DeKalb County area had completed 8 years or less. While 84 percent of the general population surveyed had graduated from high school and 50 percent had attended college, only 18.6 percent of the Spanish-speaking had completed high school and only 9.7 percent had attended college. This striking comparison between the educational levels of attainment of the Latino community and the larger population of that area is representative of the wide educational gap which exists in most communities.

Further, despite the high concentration of Spanish-origin persons in Northern Illinois University's service area and the close proximity of large Latino communities in the Aurora, Elgin, Rochelle, Rockford, and Sterling areas, Spanish-speaking students numbered only a little more than 1 percent of the institution's total student enrollment for the current academic year. This percentage level of student enrollment is representative of enrollments at similar institutions.

On the state level, according to *The Data Book on Illinois Higher Education* for 1977, the Hispanic student enrollment in Illinois public universities is 2,368 or 1.4 percent of the total number of students enrolled in these institutions. The more recent report, "The Status of Special Assistance Programs in Illinois Public Universities" indicates the percentage of Hispanic students at 1.94 for the 1976-77 academic year.

Although student enrollment in institutions of higher education has doubled approximately every ten or twelve years for the past one hundred years, the Spanish-speaking minority remains significantly under-represented.

2

Existing Educational Barriers

The Push-Out Barrier

One of the most critical problems affecting the education of the Spanish-speaking is the high drop-out or what is sometimes referred to as the "push-out" rate of this minority. Nationally, 50 percent of Spanish-speaking students drop out of school by the eighth grade and because the drop-out problem continues into secondary and higher education, comparatively few graduate from college.

Although drop-out rates are not easily obtained, the problem is reflected in school enrollments for youths sixteen to seventeen years of age. In 1970, there were almost twice as many Spanish-speaking youths in Chicago in this age group who were not enrolled in school as compared to the non-Spanish-speaking in the same age group. In the suburbs, the percentage was even greater. Nationally, Chicago and New York City ranked highest among the six cities in percent of sixteen and seventeen-year-olds not enrolled in school.

Lucas in his study of the drop-out rate of Puerto Rican students, the racial minority with the highest drop-out rate (71.2 percent), cites "lack of self-confidence, revolt against hostile environment, and awareness of discrimination" among the influencing factors. Further, among the characteristics which are

generally and commonly found among all youths who are potential or actual drop-outs are the following characteristics which are not uncommon among students of Spanish-speaking origin: (1) majority of grades are below average; (2) feeling of "not belonging"—because of size, speech, personality development, nationality, social class, family disgrace, retardation in school, dress, lack of friends among schoolmates or staff, etc.; (3) education of parents at eighth grade level; and weak self-image.[1]

On the other hand, research confirms that the high drop-out rate of Spanish-speaking students cannot be blamed on the lack of emphasis on education in the home or a low level of aspiration. A 1968 study by James Anderson and Dwight Johnson points out that "there appears to be little difference between Mexican-American families and other families with respect to the amount of emphasis on education that the child experiences in his home."[2] Also, contrary to popular belief, according to the Coleman study, Mexican-American pupils, relative to other racial and ethnic groups, rank high in their determination to stay in school, be good students, and attend school regularly.

The Language Barrier

Generally, one of the first major barriers encountered by the Spanish-speaking in their quest for an education is the language barrier. Many, if not most members of this linguistic minority, have either limited or no English-speaking ability when starting school as children. Consequently, it is only with great difficulty that Spanish-speaking students can learn to understand and communicate in the monolingual English school. Because command of vocabularly and grammatical constructions are directly related to learning, memory, manipulation of concepts, and communication, students with language difficulties soon fall behind their monolingual peers.

Further, grade level and program placement of students on all levels of education are generally based on test results. Especially since verbal ability is one of the basic measures used in determining intelligence and aptitude, students' linguistic proficiency in the language of the test should be determined. Even in testing mathematical and problem-solving skills, language dominance can be a critical factor. Current research findings indicate "that functioning in a weaker language slows down problem-solving processes" when the student is faced with both the problem to be solved and the problem of language. The fact that verbal ability and mathematical skills are two of the basic measures used in college entrance examinations reflect the importance placed on language—not only as a measure of intelligence and aptitude, but also as an avenue to further educational opportunity. Generally, cognitive development, a healthy self-concept, and effective participation in society depend on linguistic ability.

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[1]Lucius F. Cervantes, *The Dropout: Causes and Cures*. (The University of Michigan Press, 1966), p. 198.

[2]Simmen, Edward (ed.), *Pain and Promise: The Chicano Today*. (New York: New English Library Limited, 1972), p. 226.

Among the adult population, functional illiteracy—experiencing great difficulty in using English language skills—is a pervasive problem. For instance, the Rockford Bilingual Task Force of the Right to Read Campaign—a national effort to eliminate illiteracy—estimates that roughly 3,500 (50 percent) of the Spanish-speaking population of that city is functionally illiterate in English. Another survey of Rockford's Latin community indicates that 71 percent of the foreign born speak only Spanish in the home and that 50 percent of Rockford born Spanish-speakers rely on both languages in the home. Also, it was noticed by the fieldworkers who conducted the survey that Spanish-speakers tended to work at the same plants and converse among themselves in Spanish.

The Cultural-Bias Barrier

Bilingualism—the use of two languages alternately by the same person—is an ability that enables the bilingual to participate intimately in two cultural systems. While such an ability can be an asset, it is a liability to the student who is schooled in an educational system in which the curriculum places his native culture in conflict with the dominant culture of the school. When a school requires a student to choose between the middle-class Anglo culture or the culture of his parents, the result is a conflict situation which can lead to a negative view of education and high rates of school drop-outs. In short, a student should not have to reject his culture in order to succeed in school.

Researchers and teachers alike have found that when students are forced to suppress their cultural identity, permanent psychological damage is often the result. However, when teachers react favorably to their students' cultural identities, they respond better academically. And there is much evidence that indicates distinctive cultural differences between the behavior of the Spanish-speaking and the non-Spanish-speaking students.

Dr. Manuel Ramirez of the University of California, Riverside, has identified four cultural areas in which persons of Spanish ancestry function differently from Anglos. These are (1) the way a person communicates, (2) the way a person relates to others, (3) the way a person seeks support, acceptance and recognition, and (4) the way a person learns.

Also, Blandina Cardenas, Director of the Intercultural Resources Laboratory at San Antonio, Texas, and Jose Cardenas, Superintendent of Schools in San Antonio, have identified distinctive cultural characteristics of Spanish-speaking pupils which comprise one of five major incompatibilities between the traditional instructional program and this minority group population. The other four overlapping incompatibilities are language, societal perceptions, poverty, and mobility.

Other research findings underscore the distinctive culturally different learning behaviors of the Spanish-speaking as compared to Anglo students. Spanish minority students respond more favorably when motivated to achieve for others rather than for self, when reinforced for cooperation rather than for competition, when encouraged to achieve for the family rather than for independence from the family, and when their instruction is personalized.

The Recruitment and Admissions Barrier

As pointed out in current literature on the subject, because of the indifference of traditional college curricula to the specific needs of the Spanish-speaking, because of the lack of cultural appeal in the climate of most college campuses, and because of linguistic barriers to effective communication and the lack of student financial resources, institutions of higher education cannot assume that potential Spanish-speaking students will seek them out but rather must accept the responsibility for actively recruiting and assisting them in the admissions process. *El Plan de Santa Barbara: A Chicano Plan for Higher Education* pointed out seven years ago that to carry out this responsibility effectively institutions of higher education must use the full range of resources available: both elementary and secondary schools; Latino student organizations; national, state, and local organizations and agencies; Spanish-speaking college alumni; Spanish-speaking media (newspapers, radio, television); and printed materials in both Spanish and English. And needless to say, it is crucial that bilingual-bicultural personnel and resource people who possess the competencies and sensitivities needed in this area be involved in all phases of the recruitment process–career counseling, recruitment, and admissions. Further, the high drop-out rate in elementary and secondary schools, which is a primary reason for low enrollments of Latinos in college, underscores the need for recruitment efforts to be aimed not only at high school seniors but at students on all secondary school levels.

The Test Barrier

One of the major obstacles that stands between the Spanish-speaking student and equal educational opportunity is the test barrier. Although researchers begin to point out the deficiencies of such tests as the Stanford-Benet as early as the 1930's, only in more recent years has there been a growing awareness that widely used standardized tests, which are administered at many points in the educational process and used to select students for admission to undergraduate and graduate degree programs, are questionable tools to use in determining the ability, intelligence, aptitude, achievement, skill, or attitude of culturally and linguistically different students. In fact, the Ford Foundation reported seven years ago that "virtually every test that purports to measure educational aptitude or achievement reveals that the mean of the scores of minority youth is about one standard deviation below the mean of the scores of the rest of the population." Unfortunately, these tests, which continue to be widely used, reinforce cultural stereotyping and segregating and do more in helping to keep the Spanish-speaking out of school than they do in helping to keep them in.

Especially when one considers the premium placed on verbal ability and reading comprehension as measures of aptitude and achievement, it should be no surprise that members of a linguistically different cultural minority fare poorly on standardized tests, which include the College Entrance and the Graduate Record Examinations. Of the six racial or ethnic groups ranked on achievement tests by Coleman and his associates in their study, *Equality of Educational Opportunity*, the Mexican-Americans and Puerto Ricans score lower than Anglos, Orientals, and American Indians. If Mexican-Americans had been rated against Anglos alone, 85 percent of the Mexican-Americans sampled would fall below the Anglos. Until more reliable tools for measuring Latino student readiness and aptitude for post-secondary work are developed, colleges and universities must rely more heavily on the competencies and sensitivities of Latino professionals to help interpret student motivation, ability, aptitude, and other available relative evidence.

The Money Barrier

One of the most commonplace barriers to education for the Spanish-speaking is the money barrier. Unless financial aid in some form is provided, it is virtually impossible for the majority of the Spanish-speaking population with a lower than average income to meet the ever-increasing costs of tuition, fees, room and board, books, personal incidentials, etc. This is not to mention depriving a family of an income that a student would earn (about $3,000 annually) if he were not attending school. As stated by the Ford Foundation report, *Minority Access to College*, "since minority families are clustered disproportionately at the lower end of the economic bell curve, the collegian enrollment of their children is predictably low."

The Staffing-Practices Barrier

To state what would seem to be obvious, Latino participation in education at all levels is strongly influenced by policy making and practices in the areas of recruitment, admissions, program development, and staffing. Of these, staffing policies and practices are crucial in achieving success in the other areas. Only by bringing the specialized skills, understanding, and sensitivities of professionals to bear on educational problems of the Spanish-speaking can a university hope to create an institutional climate, programs, and policies that will result in making higher education a viable option for Latino students. More Latino administrators, faculty, recruiters, and counselors, who possess both the understanding and the linguistic-cultural abilities needed to communicate effectively with Spanish-speaking students, to create an inviting sense of community, to help resolve the distinctive educational problems of these students, are needed and should be hired on all levels of education. However, before these staffing demands can be adequately met, two concerns must be kept in mind. First, the scarcity of Latinos with professional preparation

necessitates special efforts in locating Latinos with educational training and credentials. Secondly, institutions of higher education must respond more fully to educational and social needs by training more Latino professionals, especially in the areas where there is an acute need for bilingual-bicultural personnel—teacher education, educational and public administration, special education, social work, etc.

The Community-Participation Barrier

Still another barrier to educational opportunity for the Spanish-speaking has been and continues to be lack of community involvement in our educational system at all levels. In this regard, institutions of higher education need to take more initiative in establishing lines of communication with Latino community groups and in encouraging their participation in needs assessments, curriculum development, and program participation. Lack of initiative in this area may help to account for the low enrollments of Latinos in higher education and has done its share to limit educational opportunities for the Spanish-speaking.

Field visits to communities as part of this project evidence five aspects of current Spanish-speaking community activity that characterize the communities visited.

First, there appears to be a growing number of persons ready to assume leadership responsibilities within the community.

Second, there appears to be an increase of intra- and intercommunity cooperation through larger regional, state, and national organizations.

Third, there is a keen awareness of educational needs.

Fourth, there is a wide range of clients for higher education readily identifiable. These include high school students nearing graduation; high school graduates; adults of all ages seeking English language proficiency and improvement in general abilities in such areas as home economics, driver's education, and business affairs; adults seeking to upgrade their vocational skills; preservice and inservice teachers wanting to participate in bilingual education programs; and numerous individuals seeking to acquire professional training in public and educational administration, business, law, social work, etc. Not unrelated to this potential clientele are numerous non-Spanish-speaking persons to be found today who wish to acquire the linguistic ability, cultural understandings, and sensitivities needed to work with the Spanish-speaking. For instance, in education there is a growing number of potential non-Spanish-speaking students interested in bilingual education programs for inservice, preservice, and cooperating teachers as well as for administrators and counselors.

Finally, there is an enthusiastic willingness to contribute fully to cooperative ventures that will help to satisfy educational needs. For instance, a number of community organizations in the Northern Illinois University service area have offered to contribute manhours and to provide office space in helping to recruit students by working with college recruiters in locating these students and in coordinating a schedule of recruitment events.

Only by sending qualified bilingual-bicultural personnel into the Spanish-speaking communities in its service area can an institution of higher education adequately assess community needs and determine how it can best bring its particular resources to bear on those needs in cooperation with other educational institutions on all levels. In short, if colleges and universities are to respond to the educational needs of this minority, they must establish effective lines of communication; they must enlist the advice and support of parents and community groups in developing new programs; they must encourage community groups in their roles and efforts in meeting educational problems; they must establish an ongoing assessment of educational needs by going directly to individual communities for information while at the same time providing information concerning available national, state, and local resources; and they must cooperate with national, state, and regional organizations and governmental agencies that are planning and implementing programs that can assist the Spanish-speaking in their solution of educational, social, economic, and personal problems.

3

Equalizing Educational Opportunity: Recommendations

Included among the objectives of *Proyecto Latino* were the following short-term objectives:

–to take an inventory of current research and available data relevant to higher education and the educational problems of the Spanish speaking;
–to generate additional data needed for program planning and the resolution of these problems; and
–to reproduce and distribute available data with relevant recommendations of interest to institutions of higher education, governmental agencies, and community organizations engaged in planning programs for the Spanish speaking in Illinois.

To arrive at these objectives, administrators and educators from all levels of education, together with other resource people, were invited to address relevant topics at each conference. In addition, students were invited to participate in the discussions.

Further, at the second to last conference held at Rock Valley College, project participants were divided into interest groups to discuss and summarize the problems and issues which had emerged in the conference sessions. As part of the group task, each group was asked to list the problems discussed together with possible solutions. These listings of recommendations and related problems were eventually rank ordered at the conclusion of the conference series.

The results of these efforts are the following recommendations, which have been organized by subject area. Also, included in this section is a list of problems which project participants ranked, among those problems discussed, as being the ten "most significant barriers to equal educational opportunity and advancement for Hispanics, all educational levels considered."

Recruitment and Admissions

1. If recruitment efforts are to succeed, they must incorporate a bilingual/bicultural recruiter with whom Latino students can identify and establish a sense of trust.
2. Agressive recruitment of Hispanic students for college should be underscored by equally strong institutional commitment to provide the essential supportive services needed for successful student retention.
3. Drop-out prevention programs and related activities aimed at the high school student should be vigorously supported and sponsored by community organizations, high schools, and post-secondary institutions.
4. Recruitment activities should include follow-through procedures that encourage potential students and facilitate their efforts in meeting application requirements.
5. If bilingual/bicultural students are to overcome the barrier that standardized tests present, admissions policies must be made flexible.
6. It is to great advantage that admissions and academic program information be made available through non-traditional media aimed at the linguistically different Spanish-speaking communities.

Counseling

1. Counselors employed to advise Latino students should possess the linguistic abilities required to communicate effectively with Spanish-speaking students and the cultural understandings needed to establish trust and inspire confidence.
2. Counselors, especially in high school, should guide students in a full exploration of career options and educational opportunities and not automatically and mechanically channel Hispanic students in the direction of vocational schools and non-professional occupations.
3. Counseling at the high school and college level should include career orientation, including related summer programs, directed at motivating and enabling students to pursue professional fields.
4. Career counseling should be coordinated with placement services.

Financial Aids

1. Financial aid officers and counselors should work with national, regional, and local Hispanic organizations in making financial support available to undergraduate and graduate students.
2. Counselors and financial aids officers should be aware of the full range of financial aid options available to all students as well as those grants and scholarships specifically intended for minorities.
3. Graduate assistantships should be equitably distributed among students and work study opportunities should be available in keeping with Affirmative Action guidelines.

Staffing Practices

1. Educational institutions on all levels should hire qualified bilingual/bicultural personnel in administrative, faculty, and staff positions in order to provide students with "role models" and to have available the cultural and linguistic expertise needed for program planning and in the instruction of bilingual students.
2. Institutional commitment to equal educational and employment opportunities should be demonstrated by providing employment opportunities based on regular and continuing positions.
3. Inservice training activities aimed at increasing cultural awareness and understanding of minority problems should be an important part of inservice programs for personnel who provide services for culturally and linguistically different clients.
4. Affirmative action officers should establish lines of communication and appropriate mechanisms for the dissemination of employment opportunity information which utilizes media aimed at Spanish-speaking communities.

Curriculum Practices

1. The instructional staff should include faculty with the linguistic ability and cultural understandings needed to advise students and to provide sound counsel in the planning and implementation of specialized programs and courses.
2. Developmental courses which enable students to acquire basic communication skills are essential if linguistically-different students are to succeed and, therefore, should be strongly supported at all educational levels with qualified staff and at appropriate funding levels.
3. Supportive services, especially in the areas of counseling, tutoring, and financial aids, are essential in providing students equal educational opportunities.
4. Program and course requirements should take into account the possible indiscriminate assessment of bilingual/bicultural student abilities as measured by written examinations, especially standardized tests.

5. Cultural reinforcement courses and programs which enable students to establish a healthy sense of self-identity should be implemented on all educational levels.
6. A positive sense of cultural awareness among Latinos and non-Latinos alike can be reinforced through an extracurricular program which incorporates cultural events—guest speakers, ethnic entertainment, etc.
7. Institutions of education at all levels should keep up-to-date data on the numbers of minorities served by its programs, dropout rates, and follow-up data as indicators of program success and freely share this information with governmental agencies and community leaders in working cooperatively toward the solution of educational problems.
8. Courses that provide Hispanic students with a culturally accurate historical perspective and which enhance the understandings of non-Latino students should be a part of the regular curriculum at all educational levels.
9. Institutional offices of research and development should encourage and support interested faculty in grantmanship activities aimed at satisfying minority educational needs by providing the technical assistance needed.
10. Appropriate institutional facilities should be made available for extracurricular social activities which help to provide students with a psychologically supportive climate.

Parent and Community Participation

1. Community organizations should coordinate their educational activities with local public schools and post-secondary institutions and participate in inter-institutional projects such as *Proyecto Latino.*
2. Bilingual/bicultural outreach personnel should be employed by post-secondary institutions to help bridge the communication gap between community and school and to facilitate cooperation toward the attainment of community and institutional goals.
3. Community organizations should contribute resources and provide non-academic support mechanisms which assist public schools and post-secondary institutions in their efforts to recruit and retain students.
4. Public schools and colleges should form linkages with programs aimed at Latino community youths.
5. Through newsletters, parent days, and workshops, parents should be made more aware of the importance of education and the educational opportunities available to them and their sons and daughters.
6. Community leaders and organizations together with educators should actively support candidates for elected positions who are sensitive to the rights and privileges of that segment of the population disenfranchised by poverty, minority status, and lack of educational opportunity.
7. Parent education programs should be provided and supported by organizations, public schools, and institutions of higher education.

8. Parents, community leaders, and educators should aggressively support legislation for the adequate funding of activities and programs in the community and in the school aimed at enabling minorities to enter the mainstream of life.
9. Community leaders and organizations should actively participate in activities and promote programs intended to help educators to better understand student's home and community problems and their causes.
10. Community organizations should provide day care activities that provide parents with the opportunity to attend school.

Problems

The following is a list of problems which project participants ranked, among those problems discussed, as being the ten "most significant barriers to equal educational opportunity and advancement for Hispanics, all educational levels considered:"

1. When instructional staff does not include faculty with the linguistic ability and cultural understandings needed to advise students and to provide sound counsel in the planning and implementation of specialized programs and courses.
2. When parents are not made aware of the importance of education and the educational opportunities available to them and their sons and daughters.
3. When bilingual bicultural outreach personnel are not employed to help bridge the communication gap between community and school and to facilitate attainment of communit, and institutional goals.
4. When drop-out prevention programs and related activities aimed at the high school student are not vigorously supported and promoted by community organizations, high schools, and postsecondary institutions.
5. When counselors, especially in high school, do not guide students in a full exploration of career options and educational opportunities.
6. When schools lack strong institutional commitment in providing the essential supportive services needed for successful student retention.
7. When developmental courses which enable students to acquire basic communication skills and which are essential if linguistically different students are to succeed are not strongly supported with qualified staff and at appropriate funding levels.
8. When cultural reinforcement courses and programs which enable students to establish a healthy sense of self-identity are not implemented.
9. When recruitment efforts do not incorporate bilingual bicultural recruiters with whom Latino students can identify and establish a sense of trust.
10. When recruitment activities fail to include follow-through procedures that encourage potential students and facilitate their efforts in meeting application requirements.

4

Proyecto Latino: A Cooperative Approach

Project Objectives and Design

The overall and *longterm* goals of the project are:

First, to foster interinstitutional cooperation in providing equality of educational opportunity.

Second, to help generate a process of change within and among institutions of higher education in concert with local community participation toward the development of appropriate programs and the efficient utilization of existing resources relevant to the educational needs of the culturally and linguistically different Hispanic student.

Third, to help counter racist attitudes through positive and constructive efforts that increase the ability of Latinos to deal with their own problems so that they can exert a constructive influence within educational institutions, local communities, and society in general.

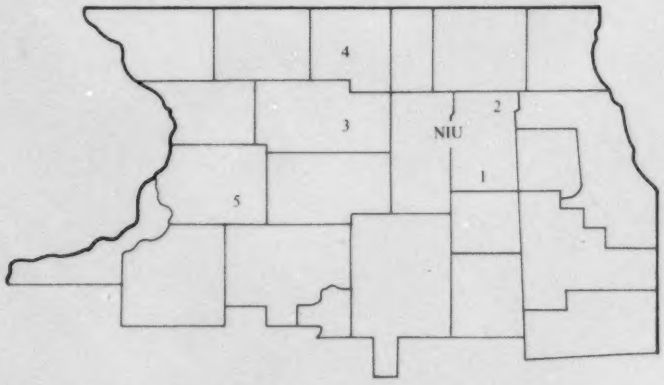
In an effort to arrive at these goals, the *short-term* objectives of the project are: (1) to establish the beginning of an interinstitutional communications network—six institutions of higher education and five community organizations; (2) to take an inventory of current research and available data relevant to higher education and the educational problems of the Spanish speaking; (3) to generate additional data needed for program planning and the resolution of these problems; and (4) to reproduce and distribute available data with relevant recommendations of interest to institutions of higher education, governmental agencies, and community organizations engaged in planning programs for the Spanish-speaking in Illinois.

The first three *short-term* objectives stated above–*to establish interinstitutional communication and cooperative efforts with local community participation relevant to the educational needs of the Spanish-speaking student, to take an inventory of current research and available data specific to institutional service areas, and to generate additional data needed for problem solving and program planning*–were accomplished through a series of six research oriented conferences.

Each of these six took place in a different community, were supported by community organizations, and were planned by area coordinating teams and the project director in keeping with the project's objectives. Each area coordinating team consisted of two project participants–a participant from a two-year institution of higher education within NIU's service area and a member of a community organization–as indicated (FIGURE 1).

Figure 1

Coordinating Team and Area	Two Year Institution of Higher Education	Community Organization
TEAM 1: Aurora Area	Waubonsee Community College	El Centro Pan-Americano
TEAM 2: Elgin Area	Elgin Community College	El Centro de Informacion
TEAM 3: Rochelle Area	Kishwaukee College	Illinois Migrant Council
TEAM 4: Rockford Area	Rock Valley College	Spanish Speaking Special Services
TEAM 5: Sterling Area	Sauk Valley College	Tri-County Opportunities Council



Northern Illinois University's Twenty-Three County Service Area

The fourth *short-term* objective–*to publish and distribute research findings together with relevant recommendations of interest to institutions of higher education, governmental agencies, and community organizations engaged in planning programs for the Spanish speaking in Illinois* is being accomplished through distribution of this project publication.

Project participants assisted in identifying the educational problems of the Spanish-speaking, in recommending solutions, and in sharing relevant data based on their experiences as administrators and teachers.

The project focused on Northern Iliinois University's service area since the greatest concentration of Spanish-speaking people in Illinois are to be found in the northern 23 counties. Nonetheless, it is hoped that the information generated is sufficiently comprehensive to make the study useful to educational institutions, governmental agencies, and community organizations on a statewide level.

Guest Speakers by Title of Presentation

"A Historical Perspective: The Growth of a Latino Community" (Feb. 10, 1978)
Mary Lupe Camacho, Board Member, Kane County Action Agency, Elgin
Juan Cruz, Director, C.O.P.A., Elgin Community College, Elgin

"Adult Basic Education: Changing People's Lives" (Mar. 10, 1978)
Lory Cassin, ABE, Kishwaukee College, Malta
Evelina Jose Cichy, ABE Instructor, Kishwaukee College, Malta
Jeanette Crum, Special Project Director, Kishwaukee College, Malta
Joanne Herrada, ABE Instructor, Kishwaukee College, Malta
Jean Smith, ABE Instructor, Kishwaukee College, Malta

"Adult Learning Center: A Response to the Educational Needs of Latinos" (May 12, 1978)
Frank Pintozzi, Assistant Dean, Learning Skills and Resources, Sauk Valley College, Dixon

"Bilingual Education: Current Secondary and Post-Secondary Education Initiatives" (Feb. 10, 1978)
Orimar Guerra, Director, Bilingual Program, District U-46, Elgin
Henry Tchppet, Plastics Technical Asst., Proyecto Plasticos, Elgin Community College

"Bridging the Gap: Programs and Needs" (April 7, 1978)
Hal Norris, Division Chairperson, Health Science, Rock Valley College, Rockford

"Career Guidance and Awareness: Some New Approaches on the Kishwaukee College Campus" (Mar. 10, 1978)
Jim Jorgenson, Director, Career Guidance Center, Kishwaukee Community College, Malta

"Centro de Informacion: 'Una voz y una mano que ayuda'–A Voice and a Helpful Hand" (Feb. 10, 1978)
Beth Hoye, Director, Centro de Informacion, Elgin

"Community Action Opportunities for Latinos in Illinois" (May 12, 1978)
Ken Brown, Executive Director, Tri-County Opportunities, Sterling

"Community Service Projects: Waubonsee" (Jan. 13, 1978)
Guilmo Barrio, Manager, Community Services Office, Waubonsee Community College, Sugar Grove

"D.V.R.: Special Services for the Bilingual" (April 7, 1978)
Jerry Jimenez, Migrant Project Coordinator, Division of Vocational Rehabilitation, Rockford

"Designs for Learning: DeKalb's and Rochelle's Bilingual Bicultural Education Programs" (Mar. 10, 1978)
Patsy Kerr, Coordinator, Bilingual Bicultural Education Program, DeKalb
Fred Rivera, Coordinator, Bilingual Bicultural Education Program, Rochelle

"El Centro...cuando la situacion requiere una persona bilingue" "Servicios Sociales" (April 7, 1978)
Jean Lind, Acting Director, Spanish Speaking Special Services Center, Rockford

"Entrenamiento E Education" (April 7, 1978)
Irene Carr, Supervisory Teacher, Spanish Speaking Special Services Center, Rockford
Ivonne Hughes, Job Developer, Spanish Speaking Special Services Center, Rockford

"History and Perspectives on Latinos in Whiteside County" (May 12, 1978)
Cruz Sierra, President, Labor Council for Latino American Advancement, Sauk Valley College, Dixon

"Identifying the Adult Educational Needs of the Spanish Speaking: Surveying the Community" (Jan. 13, 1978)
Dagoberto Navarro, Board of Directors, Centro Pan-Americano, Inc., Aurora

"Illinois Migrant Council–Program and Services" (Mar. 10, 1978)
Alvaro Escobedo, Regional Director, Illinois Migrant Council, Rochelle
Mary Ann Stenstrom, Clinic Director, Illinois Migrant Council, Rochelle

"Latino students Respond to Sauk Valley College's Outreach Programs" (May 12, 1978)
Ruth Adair, Student, Sauk Valley College, Dixon
George Cervantes, Student, Sauk Valley College, Dixon
Tony Fuentes, Student, Sauk Valley College, Dixon
Ramon Salazar, Student, Sauk Valley College, Dixon

"Learning, Health, and Fun: A Summer Term Program for the Migrant Child" (Mar. 10, 1978)
John Cassani, Director, Title I ESEA Program, DeKalb

"Rock Valley: An Overview" (April 7, 1978)
Dan Timko, Assistant Dean, Community Services, Rock Valley College, Rockford

"Sauk Valley Latino Day Activities: An Overview" (May 12, 1978)
Carolina Pena, Bilingual Counselor, Sauk Valley College, Dixon

"The Student Who Won't Make It To College: The High School Dropout"
Robert Boyd, Director, Pupil Personnel, School District U-46, Elgin
Josephine Skine, Asst. Supt., School District 300, Carpentersville
Mrs. Jacqueline Wolff, Dean, St. Charles High School, St. Charles

"Toward Self-Determination" (April 7, 1978)
Joan Halloran, Illinois Farm Worker Ministry

5

Narrowing the Gap: Selected Programs

COMMUNITY ORGANIZATIONS

Centro De Informacion Y Progresso

Elgin

Centro De Informacion Y Progreso, founded on March 1, 1972, offers assistance to members of the Latino community in the resolution of everyday problems, such as filling out government or legal forms. Centro bridges the communication gap between the English and Spanish speaking communities, acting as an official interpreter and translator in courts, government agencies, and in the private sector of the community. However, when services are more readily available elsewhere, Centro's purpose is to refer the client to the appropriate agency.

Centro recognizes its community responsibilities and participates in almost every area of human need in which help is needed and requested, including the areas of employment, housing, discrimination, immigration, health, and education. In education, for example, Centro teaches citizenship, English as a second language, trains people for clerical work, and works to place clients in the best positions available.

Service Areas

Advocacy
Aid to Senior Citizens
Alcholism
Day Care
Discrimination
Drug Abuse
Education
Employment
Family Counseling
Financial Aid
Health
Housing
Immigration
Information
Interpretation
Legal Aid
Transportation
Unemployment Compensation

For additional information, contact:

Beth Hoye
Executive Director
Centro de Informacion Y Progresso
63 North Douglas
Elgin, Illinois 60120
(312) 695-9050

El Centro Pan-Americano, Inc.

Aurora

El Centro Pan-Americano is a community based, non-profit organization providing services to the Latino population in the Aurora area. Founded in 1975, the organization's objectives are to participate in and develop concrete programs directly benefiting Aurora's Latino population.

Programs and Services

CONSUMER PROTECTION AND EDUCATION
The Consumer Education Program provides advocacy and intervention services on behalf of clients who have become victims of fraudulent practices or who are in need of general assistance in consumer transactions.

The educational objectives of the program are (1) to develop and implement classes in home management, use of credit, avoidance of fraudulent contracts, purchase of used cars, etc.; (2) to develop and implement a consumer protection bilingual film series; and (3) to provide community education through public service announcements.

E.S.P.A.D.A.

E.S.P.A.D.A., *E*mvolvimiento de *S*ervicios *P*ara *A*lcoholicos Y *D*roga *A*dictos, is a substance abuse program administered jointly by Centro Pan-Americano and Kane Kendall County Mental Health Center. Unique in the United States, this program offers assistance to alcoholics, drug addicts, and persons with dual addiction. The program is particularly effective in providing services to the Spanish Speaking because it takes into account the culture, language, and idiosyncrasies of the abuser, including the traditional Latino male and female roles.

The program is intended (1) to provide counseling services to Latino alcoholics and their families by bilingual/bicultural counselors, (2) to educate the Latino community regarding the nature of alcoholism and the myths surrounding the nature of this disease, and (3) to refer Latino alcoholics and substance abusers to those agencies who can provide additional services, e.g., drug addiction services, in-patient detoxification, etc.

INFORMATION AND REFERRAL SERVICES

El Centro provides clients with information on all social services relevant to the Latino community. When the information or services requested are not available at El Centro, clients are referred to the appropriate agency.

OTHER COMMUNITY SERVICES

Centro Pan-Americano recognizes the need for unified community action and self-determination. Task forces have been organized in the areas of education, employment, public relations, and health.

In addition, El Centro sponsors a ballet folklorico and a boxing club in an effort to develop positive qualities among youth.

For additional information, contact:

Homero Basaldua
Executive Director
El Centro Pan-Americano, Inc.
636 East New York Street
Aurora, Illinois 60505
(312) 898-8280

Illinois Migrant Council

Rochelle

The Illinois Migrant Council is a not-for-profit organization chartered under Illinois law, whose sole purpose is to provide the state's large migrant population with a broad spectrum of services, including educational programs, health care, legal services, and assistance in "settling out" of the migrant stream.

The state is divided into seven regions with high-density migrant populations—36 counties with a total of 32,000 migrants each year. Within each of these regions, the Council's staff are advised and assisted by Regional Advisory Councils which include migrants, ex-migrants, and concerned citizens. The North-Central Region, with headquarters in Rochelle, is one of these seven regions.

The three largest branches of Council services are Education, Health Care, and Supportive Services.

The education programs provide migrants with the opportunity to learn the essential skills necessary for self-sufficiency in the nonagrarian English-speaking world. Programs may be pursued on a full-time basis.

Education Programs

Adult Basic Education
English as a Second Language
GED
Pre-Vocational Programs
Vocational Training

Health Services

Aid to the Medically Indigent
Family Planning
Health Education
Migrant Clinic
Nutritional Education
WIC (Women, Infant, Children) Program

Supportive Services

Child Care
Emergency Assistance
Family Counseling
Follow-ups
Intake and Assessment
Nutritional Services
Orientation
Referrals
Relocation Assistance
Translation
Transportation

Manpower Services

Job Development
Job Placement
On-the-Job Training
Training Programs

For additional information, contact:

Alvaro Escobedo
Regional Director
Illinois Migrant Council
404 Lincoln Highway
Rochelle, Illinois 61068
(815) 562-5536

Spanish Speaking Special Services Center

Rockford

The Spanish Speaking Services Center is a non-profit, social service agency providing assistance to Latinos in Winnebago and Boone Counties. The Center provides comprehensive programs in the areas of academic instruction, social services, and placement. The organization's bilingual/bicultural staff works directly with the underemployed, unemployed, economically disadvantaged, and the educationally deprived.

Programs and Services

CLASSROOM INSTRUCTION
Courses offered include English as a Second Language for those who speak little or no English; Adult Basic Education for individuals whose educational level is less than 8th grade in one or more areas; GED preparation for those who have dropped out of high school or never entered; and Job Preparation to assist students in finding and keeping a job after completion of the educational program.

CONTIGO
Contigo is a pilot project which provides tutoring for in-school and out-of-school Latinos, 14 to 21 years old.

CONVERSATIONAL SPANISH FOR THE COMMUNITY
The center provides instruction in the Spanish language for interested members of the community.

CULTURAL KALEIDOSCOPE
Cultural Kaleidoscope is a multi-media project utilizing radio, television, and cable television programs to discuss and analyze issues of public concern to both Latino and non-Latino members of the community.

ENGLISH AS A SECOND LANGUAGE EVENING CLASSES
Through a cooperative arrangement with Rock Valley College, the Center is a site for English as a Second Language evening classes.

JET
Jet is a program for youths, 14 to 21 years old, dealing with self-concept, goal setting, and educational/occupation awareness. Each class is designed to be taught in conjunction with a work experience assignment for each student.

SPANISH FOR LAW ENFORCEMENT OFFICERS
The Center provides instruction in the Spanish language for police officers. Specialized textbooks and vocabulary are used.

SUMMER RECREATION
The eight week program for youngsters, 8 to 13 years old, consists of a series of educational and recreational tours.

OTHER PROGRAMS AND SERVICES
Services include counseling in conjunction with student assessment, outreach activities, and the Job Preparation Course. In addition clients are provided with job development services in seeking and obtaining training and/or employment. Outreach services provide transportation, translation/interpretation, advocacy, and referral services.

For additional information, contact:

Jean Lind
Acting Director
Spanish Speaking Special Services
118 South Winnebago
Rockford, Illinois 61102
(815) 965-5784

Tri-County Opportunities Council

Sterling

The Tri-County Opportunities Council, Community Action Agency, was organized and incorporated in 1965 by a group of interested citizens from Lee, Ogle, and Whiteside counties for the purpose of implementing the Economic Opportunity Act of 1964. The Council's purpose is to investigate the frequence, location, character, and causes of poverty; and to develop programs to alleviate, eliminate, and prevent poverty in Lee, Ogle, and Whiteside counties through the cooperative efforts of public agencies, private organizations, and interested individuals.

The Corporation is governed by a thirty-six member Board of Directors which meets monthly. These meetings are open to the public.

Programs and Services

COMMUNITY FOOD AND NUTRITION
The program provides, via a voucher system, emergency food supplies to persons in need.

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT PROGRAM
The program provides work experience, on the job training, classroom training and supportive services such as counseling, job testing, and referrals.

EMERGENCY ENERGY CONSERVATION
This program provides home winterization services to low income homeowners, particularly the aged and/or disabled.

FOSTER GRANDPARENT PROGRAM
The FGP provides part-time employment to eighty low income persons 60 years and older at the Dixon Developmental Center.

HEAD START
The seven week summer program is for low income children who will be entering school for the first time.

HOUSEKEEPER SPECIALIST
Housekeeping services by trained personnel are provided to the aged, disabled, community organizations, and other individuals.

SUMMER PROGRAM FOR ECONOMICALLY DISADVANTAGED YOUTH
A program is subcontracted with Highland Community College to provide market orientation and vocational exploration in the counties of Whiteside and Carroll.

SUMMER RECREATION
The program provides summer recreational experiences (field trips, camp-outs, etc.) for low income, 8 to 13 year olds throughout the three counties.

YOUTH DEVELOPMENT
The Youth Development Program provides work training and educational experiences to low income youth, ages 14 to 25.

OTHER PROGRAMS AND SERVICES
Other programs and services include the Elderly Homemaker Services, Family Planning Program, Housing Urban Development-Homeownership Counseling, the Cooperative Rural Housing and Community Development Demonstration Project, and the Nurses Aide Training Program.

For additional information, contact:

Ken Brown
Executive Director
Tri-County Opportunities Council
Sterling Coliseum
212 Third Avenue
Sterling, Illinois 61081
(815) 625-7830

Elgin Community College

Elgin

District 509, the geographic area serviced by Elgin Community College, has experienced a marked increase in the number of limited and non-English speaking residents within the last few years. Most dramatic has been the increase in the number of Spanish-speaking residents. There are now approximately 13,000 in District 509, and it is anticipated that migration from Chicago, a good employment market, and a use of farm migratory workers will continue and that this population will grow still more. At the same time, many long-term residents have not developed fluency in English because of the predominant use of Spanish in community enclaves.

Programs and Services

COMMUNITY SERVICES

Through Community Services, the college goes beyond the traditional classroom with out-of-the ordinary offerings planned around the needs and interests of groups and individuals within the community.

This includes non-credit courses, workshops, and seminars; activities designed especially for business and industry such as in-plant training; and, a variety of pre-college experiences such as language training, assessment, reading and writing, and pre-vocational programs.

ELGIN COMMUNITY COLLEGE ASSESSMENT CENTER

Elgin Community College has established outreach centers within their District and with the center office located in the inner city of Elgin (College Outreach for Placement and Assessment–COPA); where English as a second language, adult basic education, G.E.D. and pre-vocational classes are held. In addition, many of these same courses have been conducted by COPA personnel in Districts 300, 301, 303, and U-46, which are components of College District 509. Multi-lingual and multi-cultural counselors, instructors, case workers, child care supervisors, and manpower coordinators all have offices in the Assessment Center. Approximately 800 students are now served in the English as a second language program and special efforts have been made to recruit Spanish-speaking and Indochinese students.

DEVELOPMENTAL STUDIES

Developmental Studies are designed to help individuals develop or improve their knowledge and/or skills in a specific area. Developmental Studies includes courses designed to help a student expand his abilities and skills and to remove deficiencies for enrollment in advanced level courses.

GENERAL STUDIES

General Studies courses enlarge the instructional offerings of the college by providing a wide variety of special interest credit courses in eight certificate areas:

Community and Civic Development
Developmental, Preparatory, and Basic Skills
Development and/or Review of Vocational Skills
Health, Safety and Environment
Homemaking
Improving Family Circumstances
Intellectual and Cultural Activities
Personal Development

PROYECTO PLASTICOS

Proyecto Plasticos is designed for Latino men and women who are interested in an intensive language and technical training program in plastics.

For additional information, contact:

Office of Admissions
Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60120
(312) 697-1000

or

Elgin Community College Assessment Center
111 Channing Street
Elgin, Illinois 60120
(312) 697-6178
(312) 697-6091

Kishwaukee College

Malta

According to the 1970 U.S. Census, about 40 percent of the adults over 25 years of age in the college district have not graduated from high school and nearly one out of four adults have completed only the eighth grade or less. In addition, many American citizens and persons from abroad who are living in the district need to learn practical English. They include the migrant population in the agricultural area around the college, a large number of Greek and other ethnic groups in the DeKalb area, and families of foreign students attending Northern Illinois University and Kishwaukee College.

Although the Kishwaukee College District has a population of only 1½ percent non-Caucasian, according to the 1970 U.S. Census, the ABE program enrolls nearly 40 percent non-Caucasian students. Included are 19.7 percent Mexican background, 11.8 percent other, 5.8 percent Oriental, and 1.7 percent black. While most of these students are enrolled in the ESL portion of the program, nearly 40 percent of these are in the ABE/GED classes.

Programs and Services

CAREER EDUCATION

The Career Education programs prepare students to enter into the economic life of the northern Illinois area by equipping them with knowledge and skills of value to themselves and the business-industrial-agricultural complex served by the college.

COMMUNITY EDUCATION AND SERVICES

Community Education and Services (CES) courses are offered both on-campus and in the several community centers around the college district and are designed to serve the people who are not currently planning to pursue a curriculum in the transfer or career education field.

They, unlike courses in the career education and baccalaureate areas of the college, are not designed to make up a particular curriculum. These courses are largely individual courses which are designed to fit specific community needs and interests. Courses in the CES area are developed at the suggestion of individuals within the district, advisory committees, organizations and businesses.

ADULT BASIC EDUCATION

Adult Basic Education (ABE) is unique because adults are special learners. They come to school from all walks of life, at various stages in their lives and for many different reasons. There is a broad representation in the Kishwaukee College program from recent high school dropouts, retired senior citizens, housewives readying to return to school or to a job, migrants preparing to settle-out, and many others. ABE at Kishwaukee includes a GED program (General Education Development), basic skills classes, and English as a Second Language instruction. Special services include tutoring, a career guidance and awareness center, and special counseling.

For additional information, contact:

Office of Admissions
Kishwaukee College
Malta, Illinois 60150
(815) 825-2086

or

Special Programs
Kishwaukee College
Malta Road
Malta, Illinois 60150
(815) 825-2086

Northern Illinois University

DeKalb

Northern Illinois University: A comprehensive public university offering programs from the bachelor's through the doctoral level. Academic programs include six bachelor's degrees in 134 major fields. Graduate programs offer seven master's degrees, a certificate and two doctorates.

Programs and Services

CHANCE PROGRAM

Northern Illinois University has made a commitment to provide college opportunities to students who have economic, cultural, social or educationally deprived backgrounds. The program that has been specifically developed for this purpose is known as CHANCE (Complete Help and Assistance Necessary for a College Education). The CHANCE program uses flexible criteria for admitting students to NIU considering not only the ACT results and rank in class but other factors that help determine potential for completing a University degree. Special aids arranged as necessary in each case include course advisement, counseling, tutoring, and a Communication Skills Program. (For additional information, contact the CHANCE Office, 815-753-0201.)

COMMUNITY SERVICES

NIU's Community Services Office, housed in the College of Continuing Education, is responsible for the development of programs with and for those groups of persons generally not served by higher educational institutions. These groups currently include minorities, both blacks and Latinos, women, the elderly and working-class communities. (For further information contact the Community Services Office, 815-753-1646.)

EDUCATOR'S BILINGUAL-BICULTURAL PROGRAM

The Educator's Bilingual Bicultural Program is an academic program designed to prepare students for teaching the Spanish-speaking child using Spanish and English as mediums of instruction.

The Undergraduate Program leads to a Bachelor of Science in Education degree in elementary education with an emphasis in bilingual bicultural education.

An important feature of the program is a school/community/university experience. Students are expected to spend a semester participating as a Community Intern under the supervision of selected community agencies and as an Educational Intern in bilingual bicultural classrooms in the public schools. This opportunity is designed to provide continuous field experiences in public school classrooms, Latino communities and university coursework. Bilingual bicultural programs in northern Illinois have been chosen as student teaching field sites. (For additional information, contact the Educators Bilingual Bicultural Program Coordinator, 815-753-1619.)

INTERNATIONAL STUDY

The University is developing an increasing number of opportunities for students to receive NIU credit for study abroad. Among the foreign study programs available is Latin American Studies in Quito, Ecuador. Also, student teaching in Costa Rica, for secondary, elementary, and special education students interested in a student teaching experience in a bilingual bicultural setting, may be arranged during the last nine weeks of the spring semester in a student teaching program in San Jose, Costa Rica. In addition, in cooperation with the Instituto de Filologia Hispanica in Saltillo, Mexico, the Faculty of Spanish in the Department of Foreign Languages and Literatures and the International Programs Office of Northern Illinois University offers a four-week program in Saltillo that emphasizes Spanish language and culture. (For additional information, contact the International Studies Program Office, 815-753-1988.)

LATINO PROGRAMS OFFICE

The Latino Programs Office has responsibility for the coordination and development of Latino-related programs offered by the university. (For additional information, contact the Coordinator of Latino Programs, 815-753-1988.)

For additional information, contact:

Office of Admissions
Williston Hall 101
Northern Illinois University
DeKalb, Illinois 60115
(815) 753-0446

Rock Valley College

Rockford

Rock Valley College is a comprehensive community college established to serve the educational, occupational, cultural, and social needs of its citizens within the limits of its various resources and consistent with its legal mandate.

Programs and Services

COMMUNITY SERVICES

Three primary functions of a community college are education in liberal arts, in technical-vocational programs, and community services. In a day when no public institution can afford to remain aloof from its community, the community college stands as a symbol of involvement in the community.

The community is encouraged to use the facilities and resources of the college and its staff, and the faculty, staff, and administration must also act as vital force in the life of the community through Community Services. Because the community college belongs to the people, its facilities, services, and personnel are at the disposal of everyone in its district. Members of the community are encouraged to make use of the college for group events or for participation in college sponsored programs.

COMMUNITY EDUCATION

The Community Services staff will help interested parties plan relevant seminars, conferences, professional review courses, and classes of short duration. These non-credit learning activities can be designed for small or large groups who share a common interest or concern. All participant fees for community education programs will be assessed by the Division of Community Services.

ADULT CONTINUING EDUCATION (GENERAL STUDIES)

Adult Continuing Education courses at Rock Valley College were offered for the first time in 1967. Many adults have taken advantage of various classes, seminars, and workshops. Every attempt is made to provide educational experience that will be in response to community needs and afford enjoyment and practical benefits to the participants. Interested people may request the Adult Continuing Education Brochure by calling 226-3707 or 226-3725.

For additional information, contact:

Director of Admissions and Records
Rock Valley College
3301 North Mulford Road
Rockford, Illinois 61101
(815) 226-2600

or

Community Services
Rock Valley College
3301 North Mulford Road
Rockford, Illinois 61101
(815) 226-2640

Sauk Valley College

Dixon

The Sauk Valley College philosophy centers on a commitment to provide a variety of educational experiences geared to meet the needs of the individual in today's complex society. The College orients itself to this goal by providing a strong counseling program, employing an open door admissions policy which permits entry of students with varied abilities and aspirations and maintaining a low per-student tution cost.

Programs and Services

THE ADULT LEARNING CENTER

Building on the Mexican-American Outreach Center activities of 1976, the Adult Learning Center opened its doors on January 20, 1977. Conceived as an educational outreach center for disadvantaged adults, the Adult Learning Center is centrally located at 203½ 1st Avenue, Rock Falls. Physical facilities consist of classrooms, small study centers, and counseling offices. Easily accessible to the residents of the Sterling and Rock Falls area, the Center offers GED instruction, counseling, and advising for Sauk Valley College career programs as well as some instruction in English as a Second Language.

The goals of the Adult Learning Center in part stem from the needs identified in the Mexican-American Outreach Program report of 1976. The Adult Learning Center activities are intended (1) to provide an educational opportunity for adults in the area of GED instruction; (2) to assist Spanish-speaking adults, Vietnamese, and other nationalities with English as a Second Language; (3) to serve as an information and advising center for Sauk Valley College; and (4) to encourage GED graduates to continue their education at Sauk Valley College.

SPECIAL SERVICES AND ACTIVITIES

Special services and activities include student assistance provided by a bilingual bicultural counselor; special recruitment efforts aimed at Latino students, including an annual "Latino Day" featuring cultural events; and other activities sponsored by the Sauk Valley College Latino Club.

COMMUNITY EDUCATION OFFERINGS

Sauk Valley College offers a wide range of individual and community interest short courses which are offered on a non-credit basis. Community education courses have been developed within the following categories:

Enhancing Community Development and Leadership Training
Upgrading the Family and the Home
Improving the Lives of Senior Citizens
Enhancing Health, Safety and Environment
Providing Special Learning Opportunities for Disadvantaged People
Provide Cultural Enrichment Opportunities for All Citizens
Developing Hobby, Leisure and Recreational Activities
Providing Special Learning Opportunities for Disadvantaged People

GENERAL STUDIES

General Studies certificates are available in the following areas:

Personal Development
Intellectual and Cultural
Homemaking
Health, Safety and Environment
Improving Family Circumstances
Development and/or Review of Vocational Skills
Community and Civic Development
Developmental Preparatory or Basic Skills

For additional information, contact:

Office of Admissions
Sauk Valley College
R.R. 1
Dixon, Illinois 61021
(815) 288-5511

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Waubonsee Community College

Sugar Grove

The following programs and services, which have been developed and implemented by Waubonsee Community College, are typical of those designed to serve the Hispanic citizens of the district. While they have not satisfiedl all needs, they reflect a substantial commitment, past and future.

Programs and Services

OUTREACH EFFORTS

A bilingual bicultural staff member, Manager of Community Service Programs, has an office in the heart of Aurora's Latino community. This center's activities include (1) working closely with Centro Cristo Rey, a diocesan program serving Hispanics in secular as well as theological areas; (2) supporting the efforts of Pan-Americano, an independent federation of Latino organizations; (3) communicating with Hispanic citizens personally and through the media, including regular radio news broadcasts, a weekly column in the local newspaper, and working to initiate an independent weekly newspaper in the Spanish language; (4) recommending educational programs for Latinos to be developed by Waubonsee; and (5) planning and conducting special programs.

In addition, program centers have included a downtown storefront, industrial plants, churches, the YMCA, and centers in outlying communities.

SPECIAL PROGRAMS

The Waubonsee ABE/ESL program has served substantial numbers of Hispanic citizens. The Waubonsee Community College Board reports that WCC programs were second only to the Chicago City Colleges in the number of Hispanics served.

A recent improvement in the ABE/ESL program is the integration of a Career Assessment Center with bilingual staff. The program also includes an Adult Proficiency Level and a Right to Read component. The program is located at an extension center in Aurora near the heart of the Hispanic community. This is also the site of the Official Waubonsee GED Test Center at which testing is in both Spanish and English.

Special courses have included Driver Education, Defensive Driving, Literacy in Spanish, Who Am I? (a self-identity program), Pre-natal Care for Latino Mothers, and The Spanish Contribution to America.

OPERATION PAN-AMERICANO

The effects of this program, conducted in 1976-77 with the support of Title I, Continuing Education and Community Services, of the Higher Education Act of 1965, are still apparent in the community. Operation Pan-Americano was a cooperative effort of two institutions of higher education, Waubonsee Community College and Aurora College (a four year private liberal arts college), and El Centro Pan Americano.

Accomplishments of Operation Pan-Americano include (1) funding of El Centro Pan-Americano with general revenue sharing resources by the City of Aurora and by Aurora Township; (2) an educational needs survey conducted by El Centro with Operation Pan-Americano resources resulting in program development aimed at identified needs; (3) the establishment of a cooperative program with Kane Kendall-County Mental Health Center dealing with alcoholism and substance abuse problems; (4) Latino citizen involvement in local government in a successful referendum to change the form of city government; (5) the improvement of housing for Hispanics through the establishment of Neighborhood Housing Services which focuses on the two census tracts with the largest concentration of Latinos; and (6) successful efforts to establish a Chapter for the Aurora Area Urban League which provides opportunities for Latino, Black, and Anglo citizens to work together.

For additional information, contact:

Director of Admissions and Records
Waubonsee Community College
Illinois Route 47 at
Harter Road
Sugar Grove, Illinois 60554
(312) 466-4811

or

Community Services Office
Waubonsee Community College
Sugar Grove, Illinois 60554
(312) 466-4811

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Resource People

Robert Boyd
Director
Pupil Personnel
School District U-46
Elgin

Mary Lupe Camacho
Board Member
Kane County Action Agency
Elgin

Irene Carr
Supervisory Teacher
Spanish-Speaking Special Services
Rockford

John Cassani
Director
Title IESEA Program
DeKalb

Lory Cassin
ABE Instructor
Kishwaukee College
Malta

Nick Caudillo
Staff
Tri-County Opportunities Council
Sterling

Evelina Jose Cichy
ABE Instructor
Kishwaukee College
Malta

Humberto Corral
Research Assistant
Proyecto Latino
Northern Illinois University
DeKalb

Brent Deland
Executive Secretary
Illinois Association of
Community Action Agencies
Sauk Valley College
Dixon

Rueben Feliciano
Board Member
Latin Community Development Center
Elgin

Orimar Guerra
Director
Bilingual Program
District U-46
Elgin

Myriam Gutierrez
Counselor for Special Projects
College Outreach for
Placement and Assessment
Elgin

Joan Halloran
DeKalb Area Migrant Ministry
DeKalb

Joanne Herrada
ABE Instructor
Kishwaukee College
Malta

Ivonne Hughes
Job Developer
Spanish Speaking Special Services
Rockford

Jerry Jimenez
Migrant Project Coordinator
Division of Vocational Rehabilitation
Rockford

Reuben Johnson
Dean
Rock Valley College
Rockford

Jim Jorgenson
Director
Career Guidance Center
Kishwaukee College
Malta

Mike Kelley
Rock Valley College
Rockford

Patsy Kerr
Coordinator
Bilingual Bicultural Education Program
DeKalb

Dwight Link
Vice President of Instruction
and Administration
Elgin Community College
Elgin

Linda McCrossan
Asst. Prof. of Bilingual Education
College of Education
Northern Illinois University
DeKalb

Juan Mendez
Director
Centro De Cristo
Aurora

Patricia Mullin
Educational Coordinator
Illinois Migrant Council
Rochelle

Dagoberto Navarro
Board of Directors
El Centro Pan-Americano, Inc.
Aurora

Hal Norris
Division Chairperson
Health Science
Rock Valley College
Rockford

Roberta Pann
Program Coordinator
Community Services
Rock Valley College
Rockford

Carolina Pena
Bilingual Counselor
Sauk Valley College
Dixon

Omar Peraza
Assistant to the Dean
Northern Illinois University
DeKalb

Judy Perez
President
Organization of Latin American Students
Northern Illinois University
DeKalb

Delores Ripley
Staff
Tri-County Opportunities Council
Sterling

Fred Rivera
Coordinator
Bilingual/Bicultural Education Program
Rochelle

Robert Rocha
Chairman
Board of Directors
Spanish Speaking Special Services
Rockford

Ramon Salazar
President
SVC Latino Club
Sauk Valley College
Dixon

Cruz Sierra
President
Labor Council for Latino American Advancement
Sauk Valley College
Dixon

Joseph Skine
Assistant Superintendent
School District 300
Carpentersville

Jean Smith
ABE Instructor
Kishwaukee College
Malta

Mary Ann Stenstrom
Clinic Director
Illinois Migrant Council
Rochelle

Henry Tchppet
Plastics Technical Assistant
Proyecto Plasticos
Elgin Community College
Elgin

Dan Timko
Assistant Dean
Community Services
Rock Valley College
Rockford

Lyn Willet
Vice President of Development
Elgin Community College
Elgin

Mrs. Jacqueline Wolff
Dean
St. Charles High School
St. Charles

8/78 1M 580 5400
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